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DEPARTMENT OF EDUCATION

STATE OF ALABAMA

ALABAMA TEACHERS' PROFESSIONAL READING COURSE

WITH

SUGGESTIONS FOR COUNTY AND GROUP
MEETINGS



1919-1920

It is hoped that the list of topics and suggested subjects for study and review may make possible the co-ordination of the professional reading course with the everyday school and community problems.

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SUGGESTIVE PLANS AND OUTLINES FOR USE IN TEACHERS' MEETINGS, WITH RULES AND REGULATIONS RELATING TO READING CIRCLE WORK

The new law governing the training of teachers in service charges the county superintendent of education with the responsibility of holding county meetings and group conferences. These meetings should be for periods not shorter than three hours. The first half of the conferences should be given to the professional reading circle courses. The second half should be occupied with discussions of local problems of instruction and supervision, together with such matters of general administration as may be brought before the teachers. At these meetings the superintendent will have the opportunity to discuss standards for the schools and to put into operation forces that will increase the efficiency of instruction. These discussions may center round the use of examinations, standard tests, displays of the work of the pupils, model lesson plans, and other practical phases of modern school work.

A good plan is to arrange a schedule of assignments to cover the whole course of study during the year. The following may be suggestive:

First month—Reading, spelling, phonics, use of the dictionary.

Second month—Language, literature, methods in written and oral composition.

Third month—History, geography, civics, proper correlation and use of problem and project methods.

Fourth month—School hygiene, health, play, physical education, athletics.

Fifth month—Arithmetic, practical examples, standard tests, drill work.

Sixth month—Club work and other extra-school activities.

Seventh month—Promotions, standards for the grades, final examinations.

Of course teachers and supervisors must avoid over-emphasis of any phase of the course of study to the neglect of other parts.

These meetings will not be successful as a rule, unless the superintendent or an assistant is present. This should apply not only to the county meetings, but to all group conferences. It is, therefore, essential that these meetings be arranged so as not to interfere with the superintendent's administrative and executive duties which ordinarily require his presence at his office on Saturdays.

A general monthly meeting may be held on Saturday, preferably Saturday following the close of each scholastic month, at which time a program may be carried out covering both phases of the work suggested above. At these meetings, if held at the time suggested, it will be well for the superintendent to deliver to the teachers their salary checks. This little item of business ordinarily has a wholesome effect on the attendance.

The group conference should be held at least twice each month in the most convenient centers of the county. The program for these conferences would be prepared by a committee, under the direction of the county superintendent, at the beginning of the year. All topics of study that are to be discussed should be assigned so that the teachers will have opportunity to make necessary preparation. This formal program should not interfere with the free and informal consideration of current problems. In fact, sufficient time should be set apart for such discussions which usually will be led by the supervisor or some teacher designated by the superintendent, who in every way will seek to make these discussions of immediate practical service

to the teachers. Every teacher should be given opportunity to present some product of her instruction during the year. Those responsible for the preparation of programs should remember that the larger the number of teachers who participate in the work of the conferences, the larger will be the dividends realized; that is, greater enthusiasm on the part of the teachers and a growing appreciation of better work in schools.

The necessity for careful planning of all the work cannot be too strongly emphasized. It is so easy to let the work of the meetings "drag," thereby causing teachers properly to question their value. The program committee should hold a meeting at the close of each conference to readjust the assignments to meet the demands and needs of the teachers. If the work of this committee has been thoroughly performed there is no reason why they should not have the support, the interest and the co-operation of all the teachers of the county.

ADOPTED READING CIRCLE TEXTS 1919-1920

The reading circle books adopted for the current year are as follows:

	Price.
Bobbitt, "The Curriculum"	\$1.15
Foght, "The Rural Teacher and His Work"	\$1.15
Bliss, "Methods and Standards for Local School Surveys"	\$1.05
Davis, "The Roots of the War"	\$1.20

These books may be ordered from Loveman, Joseph & Loeb, State Text-book Depository, Birmingham, Alabama; single copies will be sent postpaid at the prices above. By ordering in lots of ten or more, teachers can save five cents on each copy.

SUGGESTIVE SUPPLEMENTARY READING CIRCLE MATERIAL

Teachers are requested to use, in connection with the reading circle work, the following:

Bulletin No. 41, 1919, "An Educational Study of Alabama," Bureau of Education, Washington, D. C.

"Alabama Elementary School Manual," Department of Education, Montgomery, Alabama. (Six cents.)

The survey authorized by the recent Legislature of Alabama was carried on under the direction of the Education Commission appointed by the Governor. This commission called to its assistance specialists in every phase of education, who worked under the direction of Dr. P. P. Claxton, U. S. Commissioner of Education. The results of their investigation were embodied in a report entitled "A Study of Educational Conditions in Alabama," which has been published as a regular bulletin of the U. S. Bureau of Education. This bulletin should be studied by every teacher in the State. It may be secured by sending 50 cents in cash to the Bureau of Publications, Department of Interior, Washington, D. C.

The Elementary Manual which has just been prepared for the public schools of the State is of immediate and practical service to the teachers and should be used as a basis for much of the professional study in all teachers' meetings during the coming year. The course of study should hold an important place on every program undertaken by any group of teachers. Modifications of the course of study should be made in the light of the needs of the children, but changes and eliminations cannot be successfully made by the individual teacher. This work should be the result of deliberation, careful study and planning, and should represent group judgment. For practical purposes, this suggestion is absolutely essential. For example, one teacher plans to omit instruction in formal grammar, and another decides to

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stress this special phase of the work. When the time comes for uniform tests, examinations and promotions, one, if not both, of the teachers will be open to serious criticism for failure to prepare the pupils to meet the requirements or standards of the county.

On the other hand, if a policy has been agreed upon, the pupils, as well as the teachers, informed as to the subject matter to be stressed, there will be more general uniformity in the preparation of the several groups under any unit of administration.

COUNTY ORGANIZATION

A plan which should prove satisfactory, is for the county superintendent to appoint a reading circle secretary. If there is an assistant superintendent, she should be given this position. The president of the county teachers' association, after consultation with the county superintendent, should appoint a program committee. This committee should arrange the programs for the entire year, assign topics and plan all phases of the work in such manner as to insure the participation of all the teachers in the county, or in any special group. Where the roads are impassable in winter, it undoubtedly will be more satisfactory to separate the county into small units, each meeting at some convenient center, and carrying out the program as outlined by the general program committee. Each separate group, however, should have a leader and a secretary; the leader to be responsible for directing the work with the assistance of the county superintendent and the supervisors, and the secretary to keep an accurate record of the meeting, reporting to the county superintendent the names of those who attended, the length of the session, and any other matter of interest required by him. Whether the meetings are held by the group or county plan, the reading circle work should not comprise the only matter of interest. By having exhibits of the school work, contests of one character and another, it will be possible to increase greatly the success and continued interest in the programs.

RULES AND REGULATIONS GOVERNING THE ISSUANCE OF READING CIRCLE CERTIFICATES

In order to secure a reading circle certificate, it will be necessary for the teacher to comply with the following regulations:

1. (a) The teacher must have read three of the reading circle texts adopted for the current year.

(b) The teacher must have attended the regular meetings or conferences held, usually twice a month, over a period of not less than five months.

(c) A total of not less than twenty-five hours must have been spent in conference meetings, fifteen of which must have been given to the discussion of topics connected with the adopted reading circle texts.

2. Any teacher who has complied with the foregoing requirements is eligible to take the reading circle examination which will be held by the county superintendents at a time and place agreed upon between the county superintendent and State superintendent. The questions will be prepared and the papers examined by the State Department of Education. A reading circle certificate will be issued to all applicants showing a fair knowledge of the texts studied.

3. Four reading circle certificates entitle the holder to a reading circle diploma. Such diploma will be evidence that the holder has pursued systematically the reading circle work over a period of four years and has, therefore, covered in a fairly definite way all of the general fields of professional study, including psychology, schoolroom management, methods of instruction, etc. All certificates and diplomas are issued by the State Department of Education.

CREDITS

1. The holder of a reading circle certificate may have her teacher's certificate extended for one year on the basis of professional training received while pursuing the reading circle course, provided that such certificate is presented within one year following the issuance of the same, and provided further that no teacher's certificate will be extended consecutively for more than two years on the basis of reading circle certificates.

2. The holder of a first grade teacher's certificate who has taught forty months covering a period of not less than five years may apply for a life certificate. A reading circle diploma may be submitted, and such diploma will be accepted in lieu of all examination requirements for life certificate, except that on history of education.

(For further information relating to credits see State Department Bulletin No. 40.)

OUTLINES FOR GROUP AND COUNTY MEETINGS BASED ON READING CIRCLE TEXTS

The topics and questions given below should be carefully studied by all teachers. The study of each of the texts is to cover twelve or more conference periods. If the committee decides to use only one text at a time, combine three or more of the conference assignments, making possible the finishing of a text in four or five meetings. While there may be good reasons for finishing one text before taking up another, there are even more valid arguments in favor of studying all three at the same time. It is possible to co-ordinate the whole course to better advantage in this way. The material in one text supplements and often clarifies the statements made in another.

The reading circle course is expected to form a sort of unit. In the texts selected this year, the course of study should be considered the general subject. "The Curriculum" furnishes a scientific, experimental basis of selection; "The Rural Teacher and His Work" attempts to show the importance of the teacher, his relations to the community, and his responsibility for the course of study; "Methods and Standards for Local School Surveys" suggests the approach in a technical way to many phases of the school problem, while those chapters that deal with the work of instruction, the proper material for the course of study, and the measurement of products of pupil activities, are of particular interest to the superintendent and teacher.

In connection with the suggested conference assignments by chapters, there is provided by the authors of three of the reading circle books a comprehensive analysis of their respective texts in the form of questions and problems for discussion. We are indebted to the authors for these valuable suggestions which are given complete as furnished. They should be used by every teacher who follows the reading circle course, not merely to test her knowledge of the text, but to discover the most practical means of using the information given. For, after all, this must be in the last analysis, the measure of the success of a professional reading course—its contribution to a clearer understanding of the problems of the school and community and an increased skill in the fine art of teaching.

ASSIGNMENTS

SUGGESTIVE PLANS FOR READING CIRCLE CONFERENCES, BASED ON BOBBITT'S CURRICULUM

(See list of topics prepared by the author.)

FIRST CONFERENCE: Chapters 1, 2 and 3.
 SECOND CONFERENCE: Chapters 4 and 5.
 THIRD CONFERENCE: Chapter 6.
 FOURTH CONFERENCE: Chapter 7.
 FIFTH CONFERENCE: Chapters 8 and 9.
 SIXTH CONFERENCE: Chapter 10.
 SEVENTH CONFERENCE: Chapter 11.
 EIGHTH CONFERENCE: Chapter 12.
 NINTH CONFERENCE: Chapter 13.
 TENTH CONFERENCE: Chapters 14, 15 and 16.
 ELEVENTH CONFERENCE: Chapters 14, 15 and 16.
 TWELFTH CONFERENCE: Chapter 17.
 THIRTEENTH CONFERENCE: Chapter 18.
 FOURTEENTH CONFERENCE: Chapters 19, 20 and 21.
 FIFTEENTH CONFERENCE: Chapters 19, 20 and 21.

FOGHT'S "THE RURAL TEACHER AND HIS WORK."

(See list of topics in text following each chapter prepared by the author.)

FIRST CONFERENCE: Introduction and Chapter 1, Part I.
 SECOND CONFERENCE: Chapters 2 and 3, Part I.
 THIRD CONFERENCE: Chapter 4, Part I.
 FOURTH CONFERENCE: Chapter 5, Part I.
 FIFTH CONFERENCE: Chapter 6, Part I.
 SIXTH CONFERENCE: Chapter 1, Part II.
 SEVENTH CONFERENCE: Chapter 2, Part II.
 EIGHTH CONFERENCE: Chapters 3 and 4, Part II.
 NINTH CONFERENCE: Chapters 5 and 6, Part II.
 TENTH CONFERENCE: Chapter 1, Part III.
 ELEVENTH CONFERENCE: Chapter 2, Part III.
 TWELFTH CONFERENCE: Chapter 3, Part III.
 THIRTEENTH CONFERENCE: Chapter 4, Part III.
 FOURTEENTH CONFERENCE: Chapter 5, Part III.
 FIFTEENTH CONFERENCE: Chapters 6 and 7, Part III.

BLISS' "METHODS AND STANDARDS FOR LOCAL SCHOOL SURVEYS."

(See list of topics prepared by the author.)

FIRST CONFERENCE: Chapter 3.
 SECOND CONFERENCE: Chapter 4.
 THIRD CONFERENCE: Chapter 4.
 FOURTH CONFERENCE: Chapters 6 and 7.
 FIFTH CONFERENCE: Chapters 6 and 7.
 SIXTH CONFERENCE: Chapter 8.
 SEVENTH CONFERENCE: Chapter 8.
 EIGHTH CONFERENCE: Chapter 9.
 NINTH CONFERENCE: Chapter 10.
 TENTH CONFERENCE: Chapter 11.
 ELEVENTH CONFERENCE: Chapter 11.
 TWELFTH CONFERENCE: Chapter 12.

DAVIS' "THE ROOTS OF THE WAR."

(See list of topics prepared by the author.)

FIRST CONFERENCE: Chapters 1, 2, and 3.
 SECOND CONFERENCE: Chapters 4 and 5.
 THIRD CONFERENCE: Chapters 6, 7 and 8.
 FOURTH CONFERENCE: Chapters 9 and 10.
 FIFTH CONFERENCE: Chapter 11.
 SIXTH CONFERENCE: Chapters 12 and 13.
 SEVENTH CONFERENCE: Chapter 14.
 EIGHTH CONFERENCE: Chapters 15 and 16.
 NINTH CONFERENCE: Chapter 17.
 TENTH CONFERENCE: Chapters 18, 19 and 20.
 ELEVENTH CONFERENCE: Chapters 21 and 22.
 TWELFTH CONFERENCE: Chapters 23 and 24.

STUDY EXERCISES TO BE USED WITH THE CURRICULUM

Prepared by the Author.

PART I

ENDS AND PROCESSES

Chapter I. Two Levels of Educational Experience

1. What kind of educational results are most valued by the advocates of culture?
2. How would they have the studies organized for the purpose?
3. What specific kinds of educational results are most valued by practical-minded men?
4. Upon what basis would they choose the materials that are to make up the studies?
5. Draw up a list of science-topics that clearly are of practical value in health-care, gardening, cooking, or other fields of practical responsibility. Are there any valid reasons why these topics should not be included in the curriculum?
6. Draw up a list of science topics that appear to be of little or no immediate practical use to most people, but which expand one's mental vision, satisfy intellectual cravings, and otherwise appear to "humanize" one. What arguments can be presented in favor of including such "useless" topics in the curriculum? Are they useless?
7. If further illustrations are desired, draw up similar lists of "practical" and "cultural" topics in history, geography, mathematics, language-study, etc.
8. What justification is there in saying that the purely cultural studies provide "experiences upon the play level" while the practical or applied studies provide "experiences upon the work level?"
9. Why are both kinds of experiences needed?
10. Why should our discussion refer more to "educational experiences" whereas the discussions of years ago referred chiefly to "learning?"

Chapter II. Educational Experiences Upon the Play Level

1. What impels pupils to play? How are they educated by their play?
2. Why do animals play? Is there any relation between the ways of different species of animals play and the kinds of activities which they are to perform when grown?

3. Is there any relation between the kinds of plays of children as prompted by instinct and the lives that they are later to lead as men and women? Use concrete illustrations as basis of thought and discussion.

4. Make a list of intellectual play-experiences and explain their values for intellectual education?

5. What are some of the school studies that may rightly be regarded as high-grade intellectual play? How should such studies be written and presented to the pupils in order to be most effective as high-grade play?

6. Draw up a list of social activities which are of the play type and which are at the same time of educational value. What are the educational values?

7. Draw up a list of physical activities which are of the play type and which can be utilized in the physical education of the students. How should they be organized and directed so as to be of largest possible educational value?

8. Does the motivation demand that all of these activities be so organized and directed as to be as interesting to pupils as possible? Explain.

9. Does a large use of interest bring about a relaxed and lazy kind of educational experience or does it prompt energetic and vigorous activity on the part of the pupils? Explain on the basis of concrete illustrations.

10. With what kind of supplementary books should schools be supplied in order that much of the geography, history, science, etc., may be vigorous and zestful experience of the play type?

11. How can experiences of this type be introduced into the teaching of arithmetic, spelling, reading, writing, and other subjects which necessarily involve a good deal of drill?

12. What are some practical obstacles to going as far as we might wish in these matters? Why must progress be necessarily rather slow?

13. What are some educational results of an altogether necessary type which cannot well result from experiences on the play level and which, therefore, demand experiences of a more responsible character?

Chapter III. Educational Experiences on the Work-Level

1. What is the essential difference between play and work?

2. Outside of one's calling, what are some of the responsible activities which one must perform? Why are these to be looked upon as work just as fully as the activities of his calling?

3. Does play-experience ever involve the sense of serious responsibility? Can one have work-experience without a sense of serious responsibility?

4. Make a list of activities which can be used in the training of the children of your community and which involve more or less serious responsibility.

5. Draw up a further list of activities involving serious responsibility which probably ought to be utilized in the education of the children of your community but which for practical reasons cannot at present be employed.

6. What are some of the educational values in vocational training of having the boy work half-time in an actual trade-shop and half-time in the school?

7. From the point of view of introducing serious responsibility, what is to be said in favor of the plan of giving educational credit for many kinds of home work?

8. What are some of the practical obstacles which prevent our using as much experience of the work-level for education as we should desire?

9. Are there any proper school activities which belong neither to the play type nor the work type? If so, what are they?

10. Using the sense of responsibility for serious results as the distinguishing feature of work, which bulks larger in our usual public school education, the experiences of the work-level or those of the play-level?

Chapter IV. The Place of Ideas in Work Experience

1. Into what two phases can any work-task be divided?
2. What is the nature of the antecedent performance? Why should it be very carefully and thoroughly done?
3. Where schools have access to actual work opportunities for training purposes, what mistakes can be made in the matter of the antecedent performance?
4. What kinds of economy are effected through a careful and critical performance of the antecedent activities involved in the planning?
5. Which of the two stages of a piece of work has the greatest value for intellectual training? Since this is the case, can the other stage be omitted without serious loss? Why?
6. Explain and illustrate the project-method of education.
7. What are some of the factors of the project-method which require rather full development in order that it may be effective?

Chapter V. Where Education Can Be Accomplished

1. Take the list of experiences on the play-level made out in connection with a previous chapter and examine each by way of discovering where the experience would best be had, whether at school, at home, or at some other place in the community.
2. In the same way examine the items one by one on the list of experiences of the work-type.
3. Why must very many of the experiences of the work-type be had at home and throughout the community rather than at the school building?
4. Why is it that the play experiences transfer to the school premises with so much greater ease?
5. Why are the so-called vocational activities at our school buildings often only forms of high-grade play rather than work? What change in the place or nature of performance is necessary before they can become real work?
6. Make a list of home and community activities for which educational credit may well be given in your community?
7. What should the schools do by way of preparing the student for properly performing these home and community activities? Then how can the schools supervise the activities?
8. Of the two stages of a complete work-process—the antecedent performance and the actual performance—which can be most effectively taken care of at the school building, and which requires most frequent transfer to home or other place in the community.

Chapter VI. Scientific Method in Curriculum-Making

1. What are some of the general purposes of education as our profession used to enumerate them? Why were these purposes so useless for the actual day-by-day directions of the educational work within class rooms?
2. What kinds of purposes or objectives are we nowadays seeking for the guidance of education?
3. How are these modern objectives to be discovered?
4. Explain and illustrate the distinction between directed and undirected educational experiences.
5. Why must the curriculum-maker take into account both the directed and undirected experiences of children? Which is the more important in the total education of the child? Which occupies the larger place in the school curriculum?

6. Where does one acquire most of one's knowledge of the English language,—in the directed or the undirected language experience? What portion of grammar needs to be consciously taught and what portion need not be taught?

7. Do all persons need the same course in grammar or should it be longer for certain individuals than for others? To whom should the longer course be given?

8. Explain and illustrate the statement: "An error is a symptom of the need of training."

9. How can one discover the words which people in general should know how to spell and which, therefore, should be included in the spelling course?

10. How is one to discover the words to which large attention should be given in teaching and those which can mainly be left to undirected experience?

11. Should the words carefully studied in the spelling training be the same for all of the pupils? Explain.

12. Explain a method of discovering what people actually need to know and to be able to do in the field of arithmetic? After one has discovered all of the things actually needed how are teachers to decide as to the things upon which large emphasis must be placed and the things which need not be given very much attention?

13. In drawing up a course of study for girls in home cooking, home needlework, home decoration, or home sanitation how should one proceed in securing the necessary facts?

14. What is a scientific method of discovering the objectives in drawing up a course for boys in agriculture, carpentry, printing, or cement construction?

15. Why is the problem of discovering the particular purposes of history, literature, and geography so much more difficult than those above mentioned?

16. What are some of the things which must be ascertained before we are ready to begin selecting the topics to be treated in our history?

17. Why is it the problem of drawing up a course of training in civics a very difficult one at the present time?

18. Explain and illustrate the following: "Education is to serve the double function of conserving the gains that have been made by humanity and at the same time of serving as the chief agency of social progress."

PART II

TRAINING FOR OCCUPATIONAL EFFICIENCY

Chapter VII. Purposes of Vocational Training

1. Why should there be so strong a prejudice against including so useful a thing in public schools as vocational training?

2. What occupations of men and women in your community are of such simple primitive character that the workers could not benefit in any way from special training for the work? Draw up a list of other occupations represented in your region that could profit, whether little or much, from systematic training?

3. Enumerate some of the working conditions frequently surrounding men's and women's work that are undesirable or injurious. Which of them can be eliminated through increased enlightenment? In the case of each, what kind of enlightenment will be most helpful?

4. Stated in general terms what are the purposes of occupational training?

5. Why are some occupations more desirable than others, even though the financial rewards are the same?

6. What appears to be necessary by way of making the less desirable occupations more attractive and socially satisfying? What part has education to play in this process?

7. How can the list of occupational shortcomings presented on pages 66-68 be used in drawing up courses of training for vocational education?

8. What difficulties will superintendents, principals, and teachers meet with in attempting to employ any such list of occupational deficiencies in drawing up courses of study?

9. What is meant by saying that schools must be the primary agencies of social progress in the occupational field? Explain and illustrate.

10. As we train men and women for the appreciations, the attitudes, and the types of action that "ought to be," how are we to make decision in the face of so much conflicting opinion as to the "things that ought to be?"

11. What must be the necessary effect of continuing disagreement upon progress in occupational education?

Chapter VIII. Specialized Technical Training

Note: Study of this chapter may well be omitted by elementary teachers except it may be read merely for general information.

1. The teacher's calling is a specialized one requiring both technical knowledge and technical skill. Not until what age can one profitably enter upon his specialized training for this calling? Are there any other adult occupations for which specialized training might begin at an earlier age? Have the elementary schools, therefore, anything to do with the specialized training for different occupations? To what extent is it actually taken care of in our present high schools? Is it a proper task for the high schools?

2. In drawing up a course of training for some specialized occupation as, for example, farming, how will one proceed by way of discovering the kinds of technical knowledge needed? The kinds of technical skill?

3. Name some occupations which have long been conceived of as requiring both technical knowledge and practical skill? Name some that have been looked upon as requiring practically nothing more than practical skill.

4. Why is it becoming more and more necessary for all types of independent tradesmen, household workers, etc., to be trained for technical knowledge as well as practical skill?

5. What kind of teacher is it who is always prepared to meet new kinds of situations? What kind of teacher is simply bewildered by new kinds of situations? What kind of training is, therefore, needed to make the efficient teacher?

6. In same way, what type of farmer or housewife, or carpenter, or printer is able to meet the new situations without difficulty as they arise and what type merely flounders about not knowing what to do and usually doing the wrong thing?

7. Is it true that the technical occupation training is mainly a matter of intellectual training? Explain and illustrate.

Chapter IX. The Specialized Training of Group Workers

Note: Study of this chapter may very well be omitted by elementary teachers except as it may be read merely for general information.

1. As men's work becomes more and more specialized and as they associate in large organizations for its performance, is the educational task of training the individual workers increased or diminished?

2. What understanding of the total labors of an organization is needed by each individual worker: (a) for doing his particular specialized task in the organization? (b) for co-ordinating his efforts with those of his associates?

3. How is democracy to be introduced into the management of a large organization as for example, the large school system, the large factory, the large railroad organization, etc.? What kind of outlook and intelligence is demanded for such democratic management? What does this dictate as to the course of training?

4. Can the specialized training of group workers be accomplished entirely within schools? Explain and illustrate.

5. Why is it necessary to educate for the right mental attitudes? In this training of group workers what kind of training is necessary for developing such desirable attitudes?

6. Why must the director of a large organization be fully informed as to the "human element?" What information is then also needed on the part of the workers in general in order that they may rightly co-operate with the managers in the conduct of the organization?

7. What portion of the problems here referred to rightly belong to the public school system?

Chapter X. Social Aspects of Occupational Training

1. Into what main divisions may the whole field of occupations be divided? Mention some of the subdivisions into which the main divisions may still further be divided?

2. Why is it desirable that people in general should have some understanding of these various occupational groups?

3. What is the practical purpose in requiring our students to master so much information concerning different occupations in our usual teaching of geography?

4. What is meant by the phrase "social supervision of the occupational world?" How is it accomplished at the present time? Does this method secure the most efficient possible occupational service on the part of different specialized groups? What further improvement might be accomplished through enlightened public opinion? What kind of training is needed by way of developing this supervisory public opinion?

5. Wherein are privately organized and directed occupations and publicly organized and directed occupations alike in their social responsibilities? In their social rights? Wherein are they different as to their social responsibilities? Wherein different to their social rights? Should there be a difference in the kind of educational preparation for the social supervision of the two groups of occupations?

6. What practical activities in different occupational fields should children perform in order to get a foundation understanding of the labors of men in different fields?

7. For the purposes in view should the concrete occupational activities be different for boys and girls?

8. Where a school is not in a position to provide such a large number of concrete opportunities, what should they attempt?

9. Draw up a list of the occupational matters of your community which the students ought to observe with care by way of growing familiar with the various fields of human occupation.

10. Draw up a list of the products of occupations which children and youths should be currently observing and examining by way of preparing themselves for good judgment as consumers of the products of the various occupations.

11. Which is more important training for our occupational classes, learning to make a chair in the manual training shop or learning to judge of the various chairs that are offered upon the market? Learning to make clothing in the school sewing room or learning to judge of the qualities and values of clothing as these are presented in the market? What deductions may

be drawn from your conclusions as to the work of the occupational classes in elementary and high schools?

12. Explain how it is possible to enter vicariously into the labors of an occupational group through reading. What must be the nature or character of the reading if it is to serve this purpose?

13. What kind of historical reading concerning industries should be made available in supplementary reading books?

14. Wherein is the usual history text-book deficient in its presentation of the development of occupations?

15. What kinds of geographical reading concerning industries needs to be provided in our geographical supplementary reading books?

16. What are the shortcomings of the usual geography textbook in its presentation of occupational matters?

17. Besides the historical and geographical readings of occupations, what other kinds should also be provided in the supplementary books?

Note: As possible readings are discussed, teachers ought to be supplied with lists of titles of books upon the market which can be used for the purposes mentioned. Usually a few at least could be purchased for the school library even in the poorest districts.

PART III

EDUCATION FOR CITIZENSHIP

Chapter XI. The Nature of the Good Citizen

1. Why must we have a list of the things which the good citizen **does** before we can make out a good course in training for citizenship?

2. Make out a list of things which the good citizen of your community should be currently doing in his capacity of good citizen.

3. What difficulties do you meet with in drawing up your list? Mention some kinds of social disagreement that are involved in making decision.

4. Enumerate things which the primitive good citizen would do for the members of his own tribe. Enumerate some that he had to do in connection with alien tribes.

5. Explain why both the intra-group attitudes and the extra-group attitudes as enumerated on page 119, are both called **virtues**?

6. Under what circumstances did the extra-group virtues become vices or crimes? Under what circumstances did the intra-group virtues become vices or crimes?

7. Where social group is arrayed against social group, is it possible to prevent adherence to both social and anti-social standards of action, the one towards one's own group, the other toward the outside group?

8. What are some territorial groups in connection with the activities of which the two sets of attitudes or virtues naturally arise? In such cases, in our own days, what must the good citizen do in his relation to his own people? What must he do toward alien nations?

9. Can we eliminate the anti-social attitudes of nations towards each other? Is it the part of good citizenship to attempt to do so?

10. Draw up a list of the specialized groups into which a large nation can break up through division of labor or difference in mode of thinking? Do these groups have conflicting interests? Do they tend to look upon each other as alien groups?

11. Under what circumstances will these functional groups within our country adopt both the social and the anti-social standards of conduct? Why?

12. Under what conditions only can we eliminate the anti-social attitudes and actions?

13. Explain the meaning of the term "large-group consciousness." Why should we call this the state of mind of the good citizen of today?

14. Since the world must always be broken up into territorial groups and since each nation must always be broken up into functional groups, is it possible to eliminate the "small-group consciousness" and the tendencies toward small-group antagonisms? If not, how are they to be regulated in a state of society where all persons are good citizens?

15. How is education to develop the large-group social attitudes?

Chapter XII. The Development of Enlightened Large-Group Consciousness

1. Present some illustrations from the community life about you showing that one develops a consciousness of membership in a social group by action as a member of that group in the promotion of the affairs of the group.

2. Where the social group is very large, what is the vital function performed by language in helping one to participate in the affairs of the very large group? Illustrate from the field of political parties, religious organizations, trade organizations, fraternal groups, business groups, etc.

3. What are some of the things that our nation as a nation has been doing for promoting the welfare of those who make it up?

4. How is it possible for citizens whether young or old to enter into these national activities in such way as to be themselves part of the national group and engaged in performing the large group national activities?

5. What kinds of readings concerning current affairs are most helpful for the purpose? Are these readings needed by children of school age as well as by the adult generation? If so, what practical changes or improvements in our curriculum and in the materials employed are demanded?

6. What kinds of historical readings are needed for the purpose? Why is it desirable that the stories be full of concrete detail, be as interesting as they can be made, and present as full a reconstruction of past human action as practicable? What improvement in the materials used in our history training are thus demanded? Shall we aim at social attitudes or historical information? If the former, is it necessary to memorize all of the facts that are presented in these stories?

7. The stories of what national activities ought to be presented fully by way of developing the large-group national consciousness?

8. How is the participation through reading to be managed so as not to develop undesirable prejudices against territorial or functional groups? How is it to be managed so as to develop a fair and balanced set of attitudes and sympathies?

9. Note the list of civic activities presented on page 142. Draw up a fairly complete list of civic activities of that character which are appropriate for your own community. (This is largely a city list; for the open country a different list is needed.)

10. Examine your list of activities and find those in which the student of elementary or high school age can take some part for the sake of their training. To what extent is it possible to manage the matter of student-participation practically?

11. What kinds of facts is it possible for the pupils of your community to gather and organize for practical civic purposes?

12. Draw up a list of concrete tasks, similar to those presented on page 154, which young people can perform in your community.

13. What must be the relation between adult and juvenile civic activities if this practical participation for educational purposes is to be permanent and effective?

14. What favorable opportunities for student participation in serious activities were presented by the war work during our participation in the

war? How may the movement be continued for the good of the pupils during peace times?

15. Is the development of large-group-consciousness of international character a problem for the training of our present day citizenship in this country? Explain.

16. In what departments of human affairs are we already international minded? In what departments does nationalism represent the boundaries of our mental horizon? What are some of the things making for an extension of this horizon?

17. What kinds of history does it appear we need by way of developing an understanding of and sympathy with the various peoples who make up the world-family? Mention some changes in elementary and high school curriculum before this can be effectively done. Is the thing practicable? Is some portion of the program practicable? If so, what is this?

18. What does this purpose demand as regards our literature? What changes does it demand in the usual literature?

19. Is it possible to find the time for any such enlargement of the program of education as indicated in this chapter? If so, how?

Chapter XIII. Moral and Religious Education

1. Why should moral education be here treated in direct connection with civic education?

2. What is the position of large-group consciousness in moral education? In religious education?

3. If we have a fully developed course of social training which will accomplish the various civic and social purposes referred to, is there any additional special moral education? If so, what is it?

PART IV

EDUCATION FOR PHYSICAL EFFICIENCY

Chapter XIX. The Fundamental Task of Education

1. Make out a list of ways in which one's daily store of vital energy is legitimately expended. What kinds of information do people need for the sake of wise or economical legitimate expenditure? What kind of habits do they need to form?

2. Make out a list of illegitimate modes of expenditure. What kinds of information do people need concerning each in order to avoid such unwise expenditures? What are some habits which they need to form?

3. Make out a list of activities and conditions which are conducive to a proper restoration of depleted vitality. What are some kinds of information needed for self-direction in performing these activities and providing these conditions? What kinds of habits do people need to form?

4. Make out a list of conditions or activities which tend to prevent a proper restoration of depleted vitality. In connection with each, what knowledge do people need to possess in order that they may avoid such deleterious conditions or activities? What good habits do they need to form by way of counteracting wrong tendencies?

5. Looking at the question from the point of view of this chapter, what are some reasons in favor of the growing practice in many cities of requiring teachers, before they can be employed, to undergo a complete physical examination and to present a certificate of sound health? Why should large business organizations be employing physicians and nurses to look after the health of their employees?

Chapter XV. Physical Training

1. What should be the central purpose of all physical training? What activities are required for this purpose? Where can these activities take place?

2. Mention some things in favor of the formal gymnastics or calisthenics. What are some of its shortcomings?

3. Why should plays, games, sports, athletics, folk-dancing, etc., be increasingly employed for physical education with a consequent decline in the amount of time and attention given to formal calisthenics or gymnastics?

4. Make out a list of plays, games, athletic exercises, etc., which are appropriate for the physical exercises of children at different stages of their development.

5. Besides muscular exercise what are other things involved in any complete system of physical development? In the case of each to what extent can the training be accomplished at the school and to what extent must it be through directed and supervised activities of the young people at home and in their general community life?

6. Enumerate some of the obstacles in the way of the teachers' direction or supervision of activities needed for health-knowledge or health habits which cannot take place at the school building. Mention certain other things, in the case of which a beginning at least can be made. What can the schools do by way of extending this latter list?

Chapter XVI. The Social Factors of Physical Efficiency

1. In the second paragraph of this chapter there is a list of health topics of a social character. How these are to be developed is illustrated in the two sections, "Co-operative Provisions of Play Facilities," and "The Co-operative Fight on Disease." Take each of the other topics enumerated in this paragraph and draw up or explain similar plans for their development.

2. Looking to the community in which your own school is located, make out a list of practical activities in which, under favorable conditions at least, students may well participate in responsible health activities. What is the justification for putting practical activities of this type into the curriculum?

3. What are some of the aspects of your own community situation about which the more mature pupils might currently gather facts both for the sake of their own education and for the promotion of the sanitary welfare of the community?

PART V

EDUCATION FOR LEISURE OCCUPATIONS

Chapter XVII. The Function of Play in Human Life

1. Why should adults play?

2. What are the most profitable forms of play for the adult? Why should the play be different for different individuals?

3. Why should each individual play in a great variety of ways?

4. Make out a list of leisure occupations of adults which are relatively easy to develop. Make out another list of leisure occupations which are relatively difficult to develop. For promoting a high state of civilization which list is now desirable? What bearing has this situation upon education?

5. What are some of the school duties or exercises or activities which could be continued after school days are over as leisure occupations? What does this signify as to the method of organizing and directing these studies and exercises during school days?

6. Draw up a list of the recreational activities within your neighborhood. What are the particular advantages or values of them? To what extent do the adults of the community take advantage of their recreational opportunities? To what extent are valuable possibilities passed by? What do these things signify for education?

7. Is training for adult recreation more needed at the present time than in the past?

Chapter XVIII. Reading as a Leisure Occupation

1. There is a book by Corinne Bacon entitled "Children's Catalogue of Thirty-Five Hundred Books:" A Guide to the best reading for boys and girls," which ought to be found in every school or public library of any size. Get this book or some other list of children's books, or a series of the catalogues of book publishing houses,—the latter can be obtained free of charge,—and make lists of book-titles of the type referred to in this chapter:

(A) A list of books of travel which illumine conditions in various regions of the earth;

(B) A list of readings relating to the various occupations that are treated in our geographies ;

(C) A list of biographical books which reveal in a concrete way present-day conditions in various important countries or regions of the world.

(D) A list of historical stories which reveal past conditions in various countries of the world and in various periods of history;

(E) A list of biographical books chosen with a view to illumining conditions in various periods of history and various portions of the world;

(F) Lists of science readings relating to: (1) the animal world; (2) the plant world; (3) physical, chemical, mechanical, and electrical science, especially in their applications to modern industry, agriculture, inventions, etc.; (4) the geographical world; (5) stars, planets and other heavenly bodies; etc.

(G) Literary selections classified on the basis of the illumination that they give of the lives, activities, manners and customs, institutions, etc., of men and women in the different regions or countries of the world; and possibly in different periods of the history of these countries.

2. If the arguments presented in this chapter are valid, what are some of the changes to be brought about in the readings given to students in connection with their training in geography, history, science and literature?

3. What are some of the practical problems involved in obtaining the books? (Naturally the books can be obtained only gradually and we shall have to do the best we can with what we have until better can be obtained.)

PART VI

EDUCATION FOR SOCIAL INTERCOMMUNICATION

Chapter XIX. The Mother Tongue

1. What is meant by getting one's language by entering into the living language-experience of the community life? Under what conditions does this experience give practically all of the training needed? Under what conditions is it insufficient?

2. Should as much as possible of the training of children be left to the living language-experience and only such as necessary taken care of through the direct teaching of the schools? If so, what does this mean for the curriculum of spelling, grammar, pronunciation, vocabulary and composition?

3. How is the character of the curriculum in general related to the training in language, especially in vocabulary, spelling, and composition?

4. Mention some ways of bringing a boy or girl to take pride in the character of his language and to desire to use a good type of English? Why is this desire more important than a purely intellectual knowledge of the technical aspects of the language without such desire?

5. After the first few months of training in the rudiments of primary reading, what is the main thing necessary in learning the mechanics of reading in first, second, third, and later grades? What practical conditions have long prevented recognition of this quite obvious common-sense educational principle? Figure out a practical plan of increasing the abundance of reading on the part of each child now in your school as greatly as possible on the basis of the funds that are actually for the purpose?

Chapter XX. Training in Foreign Languages

1. Think of the particular men and women who make up the community in which you work. In what specific ways could their present lives be made more profitable or beneficent to themselves, whether socially, intellectually, economically, or other, through a use on their part of Latin, French or Spanish? If they had one or more of these languages, under what circumstances would they actually use them?

2. Make a list of the actual deficiencies that exist in the lives of these men and women whom you know, because of a lack of knowledge of foreign languages.

3. Looking to the lives that the boys and girls in your classes are likely to live, under what particular circumstances should they, as adults, use Latin, French or Spanish?

4. Why should the problem of training a boy or girl who wants to learn to read a foreign language, be a relatively easy one, while the problem of training pupils in required languages in our high schools at present is a relatively difficult one, requiring a great amount of time on the part of the teacher and a relatively large expenditure of public money?

5. If your work is in high school, pick out the particular pupils who could make a profitable use of, let us say, French, and who would be justified in mastering it. Should they merely learn to read it, or should they learn to speak and write it at the same time? What ought to be the curriculum for the training if they are to read it? And what the curriculum if they are also to speak and write it?

6. To what extent does this chapter favor the retention of foreign languages in the public school curriculum? When retained, for what purposes should they be employed? Are there any other valid reasons for the retaining the foreign languages? If so, what are they? What language or languages do they demand for the purposes?

Chapter XXI. Some Concluding Considerations

1. Mention some of the **principles** of curriculum-making that the educational leader must keep in mind in drawing up courses of study.

2. What is the usual method of making a course of study where those engaged are not guided by **principles** of curriculum-making?

3. Illustrate ways in which the well-informed educational leader should see very much farther in advance than his practical labors might appear to indicate.

4. Mention reasons in addition to those presented in the text, why practical progress must be gradual, by easy steps, and usually relatively slow. Is there any justification in this for professional inertia which just lets things drift because they cannot be made to go forward rapidly? In terms of the factors involved, just how rapidly ought a school system to move forward?

5. Take up for discussion the various school subjects for which you are responsible in your classes and discuss the ten or twenty small ways in which improvements can be made immediately in the curriculum of each of them.

SUPPLEMENTARY MATERIAL ACCOMPANYING "METHODS AND STANDARDS FOR LOCAL SCHOOL SURVEYS"

(Prepared by the Author)

Abstractions are of little assistance in furnishing help to the practical school administrator or class room teacher. The more specific and concrete the suggestion, the greater its value. Accordingly, these supplementary pages are presented in the form of specific questions and suggestions, with the hope that they will lead teachers and supervisors to collect and interpret material encountered in everyday experience.

No greater service can be rendered the profession than to develop a truly professional attitude toward the problems encountered in the office and class room. Devices and methods are soon outworn, but the teacher or principal who develops the habit of investigating for himself the problems encountered and knows how to draw correct conclusions from the assembled facts can be depended upon to invent the method essential to the solution of the problem.

Such an attitude of mind inevitably results in an increase of efficiency and this means certain advance in professional reputation and an increase in tangible rewards.

One of the great faults of the rural school is the attempt to apply to special rural conditions the methods applicable to urban communities.

A rational procedure is to make a careful analysis of the local situation and then on the basis of ascertained facts, adapt the school program to local needs. This will involve a study of textbooks and the elimination of material applicable to other conditions. In a cotton growing section, problems in arithmetic dealing with cattle raising should be replaced by problems that have a real significance for the pupils. In English composition, pupils cannot write effectively unless they have actual experience with the facts which they are trying to express.

History and geography are vastly more significant if they are related directly with local conditions.

Doubtless many of the topics suggested in these pages are entirely irrelevant, as knowledge of the community is essential to the preparation of pertinent questions. The principle determining the selection of problems, however, is perfectly clear and should enable each individual group of teacher students to make the necessary substitutions.

Some of the problems are of general application and are as significant to rural teachers as to those in city schools. The chief consideration is the development of the habit of inquiry, the spirit which leads the teacher to investigate the facts and then to follow the course which most closely correlates the work of the school with the problems of the community and the home.

Chapter III

Organization and Administration

1. What political unit should be used as the basis for rural school organization?
2. Show distances to be traveled by individual pupils in the event of consolidations that seem possible.
3. Compare costs of transportation with those for maintenance of separate school.
4. Show gain to pupils in wider choice of subjects and longer recitation periods.

Chapter IV

Supervision and Instruction

1. In whom should the administrative authority for rural schools be vested?

2. Amount of supervision in different schools:

One room	Consolidated	Village	City
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3. Correlation of supervision with quality of equipment:

	No. of Schools.	Percent Good.	Percent Fair.	Percent Poor.
Supervised.....				
Unsupervised.....				

A similar study might be made of the quality of instruction based upon results of standard tests. Here is an opportunity to affect State policy radically.

4. Compare general efficiency in schools with supervision with those in which it is lacking.

5. List of devices employed for supervisory, administrative, or instructional purposes.

6. Relative attainments of country and city children.

7. Assume "a helping teacher" assigned to a certain group of rural schools. Outline a program showing how she could assist teachers to better their work. Place emphasis upon helping inexperienced teachers.

Training and Improvement of Teachers

1. Percentage of teachers holding each type of certificate.

2. Outline a plan by which teachers applying for a certificate may be rated upon ability to impart instruction.

3. Outline a plan giving credit to teachers both in salary and certificate for summer school and extension work; for reading circle.

4. Indicate minimum requirements desirable for preliminary teachers' certificate.

5. Determine medium length of teaching service of the group of teachers.

6. Percentage of group of teachers with experience of one year, two years, etc.

7. Compare percentages of teachers with professional training in rural schools, centralized schools, and village schools.

8. Outline advantages to the teacher and the community if the district should provide teacher's cottage or "teacherage."

Chapters VI and VII

Attendance and Census

1. What is the number of children of school age in the district? What per cent are in attendance at school?

2. What is the number of persistent attendances, i. e., what number attended 160 days out of possible 180, etc.?

3. Compare length of school term in Alabama with that of other states. Your school with others in your county. Your county with other counties.

4. What is the character of absences from school in each district?

5. Is the percentage of elimination increasing?

6. How many children drop out of school each year by schools and grades.

Progress Through School

1. What is the percentage of non-promotion for a series of years by districts and grades?
2. What is the effect of industrial work on attendance and elimination?
3. Outline a program for the prevention of truancy.
4. Design an ideal permanent biographical card.
5. Make a list of the common errors in speech made by pupils.
6. Make a list of material available to motivate work in rural schools.
7. Outline a plan for developing in pupils right habits of honesty, courtesy, neatness, punctuality, etc.
8. Make a list of suitable books to be read by teacher to the school.
9. Make a list of home-made apparatus for teaching geography in schools where the equipment is inadequate.
10. Compare results obtained in Alabama schools with standards given in Chapter VII, Methods for Local Surveys. Make concrete by charting the results, using one of the methods shown in Chapter XV.

Chapter VIII

Program and Curriculum

1. To what extent does the curriculum meet the needs of the local community?
2. Study of the possible elimination of irrelevant subject matter.
3. Detailed study of the opportunities for consolidation of classes.
4. Check course of study by curriculum aims indicated in Chapter VIII of Methods for Local Surveys.
5. Prepare a desirable list of titles for school library.
6. Prepare a list of titles for supplementary reading. Be sure to cover the respective fields.
7. Discuss the value for your community, of the following teaching topics:

Cotton	Knots	Gardens	Spraying
Corn	Potatoes	Bread	Aid to the sick
Soil	Insects	Sewing	Removing stains
Dairy	Rotation		

8. Make a list of home projects for school credit which will tend to bring about a closer co-operation between home and school. Be sure the projects are educational.

9. How may the school train pupils for the wise use of leisure?

Industrial Arts

1. Number or percentage of schools in county operating school gardens.
2. Number or percentage of schools in county having

Milk tester	Milk separator	Germinator
Seed tester	Incubator	Collections
Corn tester	Apparatus illustrating osmosis	Slides
Soil tester		Spraying apparatus
Microscope	Grafting tests	

3. Number or percentage of schools teaching cooking? Sewing?

4. List of cooking equipment readily obtainable through efforts of school.

Chapter IX

The Socialized Rural School

1. What steps have been taken by the school to interest the community in education?
2. Prepare a list of agencies whose help should be enlisted in behalf of the schools
3. Has the population of your district been increasing or diminishing during the past ten years, and by what percentage?
4. What per cent. of the farmers are renters? On what terms do they rent?
5. Is the racial complexion of the community changing? In what way and how rapidly?
6. What percentage of the people are church members? Of those that are not, what is the reason? Have they a church preference?
7. To whom would you report a case of economic distress?

Chapter X

Buildings and Equipment

1. Plan an ideal rural school building, including grounds and shrubbery.
2. Make a minimum list of equipment. Add desirable equipment.

Chapter XI

Rural School Hygiene

Every effort should be made to present this subject in a definite, concrete and vital manner. Personal hygiene may be treated from the standpoint of good taste and good breeding. The memorization of text book facts is of little value. Every child should be required to react on the various problems discussed. The effect of the daily environment and the school routine cannot be overestimated. The required use of individual drinking cups will accomplish more than a perfect recitation upon bacteria. Care of the skin, hair, and teeth is best taught by making these things personal matters.

1. Compare percentages of physical defects in rural schools with those in city schools.
2. Outline a plan by which several districts may co-operate to obtain medical or nurse supervision.
3. Make a list of playground apparatus which can be made locally.
4. Enumerate a list of games suitable to a rural school playground.
5. Percentage of schools with hygienic seats properly placed; with thermometers; with individual pencils.
6. Amount of play space available.
7. Are buildings provided with ventilated cloak rooms? Closets for apparatus?
8. Is lighting adequate? From proper direction?
9. Are stoves jacketed?
10. Are direct draughts prevented by window boards?
11. Are sanitary accommodations separate, adequate, and clean?
12. Is a non-drying oil used on floor?
13. Is feather duster banished?
14. Are windows and floors kept clean?
15. Ten sanitary commandments for rural schools:
 1. Heating by a jacketed stove or basement furnace. Ventilation by direct outdoor inlets and by adequate and direct foul air outlets.

2. Lighting from left or left and rear with window space at least one-fifth of floor space.

3. Cleanliness of school equal to that of a careful house-keeper.

4. Furniture sanitary in kind and easily and frequently cleansed. Seats and desks adjustable and hygienic in type.

5. Drinking water from a pure source provided by a sanitary drinking fountain.

6. Facilities for washing hands and individual towels.

7. Toilets sanitary in type and in care. No cesspools unless water tight.

8. Flies and mosquitoes excluded by thorough screening of school-house and toilets.

9. Obscene and defacing marks absolutely absent from school-house and toilets.

10. Playgrounds of adequate size for every rural school made attractive by well arranged shrubbery.

Chapter XII

Finance

1. Correlation of cost per pupil with cost of teaching and supervision.

2. Comparative school tax of Alabama with other states of the South; with the North.

3. Compare actual school expenditures in each district with real wealth of the community.

SUGGESTIVE ANALYTICAL REVIEW AND QUESTIONS FOR "THE ROOTS OF THE WAR"

Prepared by the Author.

Chapter I

1. The "Ems dispatch;" How was it issued? What was the result?
2. How well were Germany and France respectively prepared for war in 1870?
3. The battles around Metz and the French disaster at Sedan.
4. What government in France replaced the "Second Empire?" The feats of Gambetta.
5. The siege and surrender of Paris.
6. What terms did Germany impose on France?
7. The main consequences of the "Treaty of Frankfort."

Chapter II

1. What processes were at work in the world between 1871 and 1914?
2. The condition of France in 1871.
3. The dominant position of Germany.
4. The leadership of Bismarck; the strength and weakness of his personality.
5. The character of the old-style European "diplomacy."
6. Achievements and failures of the Bismarckian regime.

Chapter III

1. The six "Great Powers" of Europe in 1871.
2. The favorable position of England; Mr. Gladstone's pacifistic policy.
3. Italy and her colonial ambition.
4. The attempt to hold together the Hapsburg "conglomerate" (Austrian Empire); Franz-Joseph and his organization of the Dual Monarchy.
5. Russia—The partial civilization introduced by Peter the Great; signs of progress; freeing of the serfs.
6. Russia seeking an ocean outlet; the opening of the Black Sea in 1870.

Chapter IV

1. The state of Turkey about 1870. Why were the Ottoman Turks abominable as rulers?
2. The rise of the free kingdom of Greece.
3. What were the Albanians?
4. Serbia under the Turkish yoke. How was the free principality of Serbia founded?
5. The Bulgars prior to 1870.
6. The Rumanians; their alleged Roman origin; condition under Turkish suzerainty; Prince Carol (a Hohenzollern) becomes prince of Rumania.
7. What great powers were interested in the fate of the Turkish Empire about 1870?

Chapter V

1. The Bosnian revolt against the Turks in 1875.
2. Disraeli and the attitude of England on the Eastern Question.

3. How did the "Bulgarian Massacres" react on the whole Balkan situation?
4. What was the position of Czar Alexander II toward the Turkish problem?
5. The outbreak of the Turko-Russian War.
6. How did the siege of Plevna become the center of the struggle?
7. The treaty of San Stefano and the position of England.
8. What were the main arrangements in the treaty of Berlin? The consequences of that treaty?

Chapter VI

1. The condition of Egypt under the Khedives.
2. The financial follies of Ismail and their results.
3. How did the revolt of Arabi produce European intervention in Egypt?
4. The battle of Tel-el-Kebir.
5. Why was England unable to withdraw from the occupation of Egypt?
6. How did the revolt of the "Mahdi" in the "Equatoria" become a problem for England?
7. The expedition and death of Gordon.
8. The battle of Omdurman and the avenging of Gordon.
9. What was the condition of Egypt under the English protectorate?

Chapter VII

1. Why have we changed the estimate of France we had before 1914?
2. How and when was the "Third Republic" founded?
3. How did the monarchists try to overthrow the republic in the '70's?
4. What was the main importance of the "incident" of the 16th of May, 1877?
5. Why does France have such short-lived ministries?
6. How did the Alsace-Lorraine question keep alive French hatred of Germany?
7. The French military system.
8. The expansion of the French colonial empire. (See also Appendix, p. 539.)

Chapter VIII

1. The main steps in Italian national consolidation.
2. What is the constitution of Italy today?
3. The Italian parliamentary system.
4. How are North and South Italy opposed to one another?
5. The issue between the Italian government and the Vatican.
6. The relations between Italy and France.
7. "Unredeemed Italy" and Italian relations with Austria.
8. German influence in Italy. How was Italy swept into the Great War?

Chapter IX

1. The founding of the German Empire in 1871.
2. In what things, before 1871, had Germany excelled? In what failed? How was she cursed by subdivisions?
3. The circumstances of the growth of Prussia?
4. The movement for liberation after 1815 and the disastrous Frankfort parliament of 1848; consequences of its failure.
5. How Bismarck achieved German unity by unconstitutional and militaristic methods.

6. What were the main points in the German Imperial Constitution? Where lay the real power? Why was the Reichstag very weak?

7. The main points in the Prussian Constitution. What was the "three class system?"

8. The Junker Class: its virtues, vices and habits.

Chapter X

1. What signs were there of great prosperity in Germany prior to the Great War?

2. What change had come over the mood and temper of the German people since 1870?

3. Of Bismarck's handling of domestic problems; the "Kultur-Kampf;" the Socialists; the economic problems?

4. Kaiser Frederick and the accession of William II.

5. How was Bismarck dismissed by William II?

6. Strength and weakness of William II.

7. The personal government of William. Growth of the Socialist vote.

8. What was the "Zabern incident?" Its importance.

Chapter XI

1. How did Germany differ from other great powers in containing a disaffected population?

2. How did Germany acquire Schleswig-Holstein? The coercion of the Danes?

3. The division of Poland. Fate of the Poles under their three masters? Causes of friction with the Prussians?

4. How did the Germans attempt to "colonize" the Polish provinces and suppress the Polish language?

5. Attitude of Germans towards Alsace-Lorraine at the time of annexation.

6. How did the German administrators try alternately to mollify and coerce the Alsatians?

7. What was the situation in Alsace just prior to the Great War?

Chapter XII

1. How was Bulgaria started as a separate principality? The annexation of Eastern Rumelia. The defeat of Serbia.

2. How was Prince Alexander driven from power in Bulgaria? The accession of Prince Ferdinand. The domination and downfall of Stambulov.

3. Serbia under Kings Milan and Alexander; murder of Alexander and Draga; accession of Peter.

4. How did Greece struggle to get Crete?

5. The war between Turkey and Greece, 1897; results of this war.

Chapter XIII

1. The main elements in the population of Turkey after 1878.

2. Character and governmental methods of Sultan Abdul-Hamid II.

3. Wane of English and Russian influence at Constantinople. How did the Sultan draw nearer to Germany and William II?

4. The status of the Armenians under the Sultan.

5. The Armenian massacres, 1894-96.

6. What ought England to have done in behalf of the Armenians, and what did she do?

7. William Second's visit to the Levant, 1898; the German attempt to secure the Bagdad railway.

8. How did the "Young Turks" dethrone Abdul-Hamid?

Chapter XIV

1. What conditions in Austria-Hungary justified saying, "It is a state and not a nation?"

2. What were the chief nationalities in the Hapsburg Empire? Their characteristics?

3. The main features of the Constitution of the "Dual" Monarchy.

4. The ambitions of the Czechs; their collision with the Germans?

5. How were the Magyars the dominant race of Hungary? The methods of "Magyarization."

6. The problems and troubles of Croatia-Slavonia.

7. How did the situation in Austria-Hungary lend itself to foreign influences and intrigues?

N. B.—The reader of this chapter will recall that it was written before the absolute dissolution of the Hapsburg Monarchy in 1918, and when there seemed still a fair chance that the old empire could be kept together.

Chapter XV

1. What were the principles of Bismarck's diplomacy after 1871?

2. What seems to have been the acts about the "War Scare" of 1875?

3. How did Germany and Russia drift apart after the Berlin Congress?

4. How did Italy become estranged from France?

5. The entrance of Italy into the "Triple Alliance."

6. The drawing-together of Russia and France. What financial aid did France give Russia?

7. How was the "Dual Alliance" formed? Consequences to Germany of the act?

Chapter XVI

1. The two great departments of international law. On what basis and principles has international law developed?

2. What steps had been taken prior to 1898 to mitigate the hardships of war?

3. The theories of the pacifists; the militarists; of the "middle class of thinkers."

4. How and when was the "First Hague Conference" called?

5. What were the problems laid before the conference? What was the most important problem?

6. The attitude of Germany toward the problem of disarmament.

7. The "Second Hague Conference;" attitude of Germany there. What were the practical results of these conferences?

Chapter XVII

1. What was the influence of Nietzsche? Of Treitschke? What was the latter's attitude towards England?

2. How did the "World Empire" virus enter Germany?

3. What are some prominent instances of "Pan-German" national conceit and self-sufficiency?

4. The German hankering for colonies. How far was this satisfied by peaceful means?

5. What were the arguments by which the Pan-Germans justified their schemes for aggrandisement?

6. Bernhardt and his interpretation of Pan-Germans doctrines; his influence and importance.

7. What was the attitude of the Crown Prince and of the kaiser towards the Pan-German movement?

Chapter XVIII

1. What old points of friendship had Germany possessed with England?

2. Wherein were Germany and England getting out of sympathy?

3. Von Tirpitz and the building of the German fleet. How did this react on Britain?

4. The work of Edward VII in anti-German diplomacy.

5. Did British naval power menace Germany? Did German naval power menace Britain?

6. The utterances of William II; the "Haldane visit" to Berlin. What was the naval situation in 1914?

7. How did Lord Roberts endeavor to awaken the British nation?

Chapter XIX

1. Why did Morocco become a center for European interest?

2. The character of the Sultan's rule. What European powers had an interest in Morocco?

3. The Anglo-French treaty of 1904. How did Germany intervene? What was the real German object?

4. The Algeiras conference and its decisions.

5. How did France intervene in Morocco again? How did the dispatch of a German warship to Agadir produce a new crisis?

6. The Anglo-French entente. How was Germany edged out of Morocco?

Chapter XX

1. What causes made it easy after 1908 to produce an upset in Eastern Europe?

2. The rebuff of Russia and Serbia by Austria and Germany in 1909.

3. The Turko-Italian war over Tripoli.

4. The Macedonian problem and how the "Young Turks" handled it.

5. How was the first Balkan war precipitated?

6. The military defeat of Turkey, and the treaty of London.

7. The second Balkan war. How far was Bulgaria to blame? The intervention of Rumania.

8. The treaty of Bucharest. Did it promise peace or more trouble? The effect of these wars upon Germany.

Chapter XXI

1. At what points was Russia seeking an "ice-free" outlet upon the sea?

2. What was the result of her efforts to get a port on the Persian gulf? In the Far East in China?

3. The return of Russian interest and ambition to Constantinople and the Near East.

4. What was Pan-Slavism (see p. 458)? How far was it popular in Russia? How did it affect Russian relations with other countries?

5. German influence at Petrograd ("St. Petersburg").

6. How did the growth of Russian manufactures influence the diplomatic situation?

7. What forces were around the Czar in 1914 unfavorable to Germany? Friendly to Germany?

N. B. This chapter of course was written before the abject collapse of Russia and the practical dissolution of her empire in 1918-19, after her long time rulers had lost the least control of her policy.

Chapter XXII

1. In what forms and where did the "Peace Movement" seem prospering just before the crisis of 1914?

2. Prophets of pacifism, especially the work of "Norman Angell;" the main teachings of his "Great Illusion;" his attitude toward the "German Peril."

3. The German secret report on the military problem, March, 1913.

4. The action of France as to armaments in 1913. What "enemies" were the German leaders planning to attack first? The new German military law.

5. The tension between Serbia and Austria; the anti-Austrian propaganda in Bosnia.

6. The murder of Arch-duke Ferdinand at Serajevo. Was it wholly unwelcome to Austro-Hungarian politicians? What opportunity did it give the Pan-German intriguers?

Chapter XXIII

1. The "Serbian note" of July 23, 1914. What were its main contents? How presented? Time limit? Immediate results?

2. How did England endeavor to get Germany to restrain Austria? What was the position of Russia?

3. The attempt of Bethmann-Hollweg to secure English neutrality. What was England's answer?

4. The attempt of the Czar to secure William Second's mediation; results.

5. The military preparations in Germany. Why was mobilization delayed? The "Lokal-Anzeiger" fake dispatch; probable effects.

6. Russian mobilization; German mobilization; German declaration of war on Russia; German demands on France.

Chapter XXIV

1. What was the position of England when Germany declared war on Russia?

2. Origin of Belgian neutrality. Uneasiness in Belgium as to German intentions.

3. How did Germany reply to England's question about respecting Belgian neutrality?

4. The German demands on Belgium. How answered?

5. Grey's demands on Germany. What was Bethmann-Hollweg's "Necessity" speech?

6. England's declaration of war. The "Scrap of Paper" incident.

NOTE ON EXTRA READINGS

Users of "The Roots of the War" will notice that pages 541-545 give a list of books useful to students who desire to make a detailed study of events between 1870 and 1914.

If time is limited probably the following works will be found the most useful:

Seymour, "The Diplomatic Background of the War," for all the chapters relating to diplomatic history.

Gibbons, "The New Map of Europe," for most phases of Balkan history, especially supplementary to chapters IV, V, XIII and XX in the present volume.

Schmitt, "England and Germany," supplementary to chapters IX, X, XVII, and XVIII of the present volume.

Much excellent material will also be found in the recent book by C. D. Hazen, "Fifty Years of Europe (1870-1919)," particularly the chapters on France, Italy, Austria, the British Empire, and Russia. There is a succinct account in this work of the "World War" (pp. 316-414).

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